



READING AND PHONICS AT ST. PHILIPS

PHONICS

At St Philip's RC Primary School, we help your child to get ready for learning to read and write using phonics by developing their understanding that spoken words are made up of different sounds. Your child will take part in a high-quality phonics session every day in Nursery, Reception and Year 1 and four times a week in Year 2. We follow the Government-validated scheme -'Little Wandle Letters and Sounds Revised'.

Parent workshops on phonics are hosted yearly. The link on the curriculum page of our website will take you to a copy of our phonics presentation for parents.

READING SCHEME RECEPTION AND YEAR 1

Children in Reception and Year are given individual reading books to be read at home. These books are linked with the phonics scheme Little Wandle. Children are assessed regularly and are given books that correlate with the phase of phonics they are being taught or have been previously taught. These books are decodable for children. This encourages and motivates children in their independent reading as they are able to read most words fluently. Children receive two books per week. They are called 'Reading Practice Books'.

At Saint Philips, we recognise that reading is more than simply decoding. Please refer to our reading overviews to read in more detail about our approach to this subject. We have one that is aimed at EYFS and Year 1 and a separate approach for Years 2 – 6. To aid with comprehension skills, vocabulary development and enjoyment of reading children in Reception and Year also receive a 'Shared Book' one a week. We do not expect children to be able to read these fluently and independently, but should be shared and discussed with an adult. These books are colour banded. Please see section below.

COLOUR-BANDED SCHEME

As children enter Year 2, most will be assessed and move on to a colour-banded book. These books from Year 2 upwards are matched to the children's overall reading level. The class teacher assesses each child through individual reading sessions.

Children in Year 2 usually start the scheme at the 'Green' or 'Orange' band, but there may be occasions when children need a lower or higher starting point. They make their way through the scheme throughout school.

Some children may require additional support in their phonics development and would continue with the 'Reading Practice Books' past Year 1. Children receive additional support to ensure they make progress in this crucial area.

Book Band Colour	Nursery	Reception	Year 1		Year 2	Year 3	Year 4	Year 5	Year 6
	Shared Book				Individual Reading Book				
Lilac									
Red									
Yellow									
Blue									
Green									
Orange									
Turquoise									
Purple									
Gold									
White									
Lime									
Silver									
Dark Blue									
Free Readers								Free Readers	Free Readers

HOW TO SUPPORT YOUR CHILD THROUGH THE READING SCHEME

Please see information for parent on how to support your children through the colour-banded scheme.

How to support your child reading Green level books

Your child is now developing into a more confident reader. Encourage them to select from books at the library or bookshop as well as those from school. As they read, you can help by encouraging them to:

- Sound out quickly – and silently – inside their heads, if they need to sound out words.
- Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.
- Show you how they can find particular things that interest them in non-fiction books.

How to support your child reading Orange level books

Your child is now beginning to read with more independence. They should be feeling more confident and will rarely need to sound out words. You can help them by:

- Listening to them when they read aloud. If they make mistakes, but they keep the sense of the text, don't interrupt. You can revisit that page at the end of the session to check certain words.
 - Reminding them of useful strategies if they can't read a word, for example:
 1. Sounding the word out silently, under their breath
 2. Dividing a longer word into syllables, or looking at the word without an -ing or an -ed ending
- Don't allow them to worry about a word. Tell them what it says and revisit the word once you have completed the book.
- Encouraging some use of expression, especially for character-speech in fiction books. You may wish to model reading some pages aloud for your child to copy.
 - Talking about how characters are feeling.

How to support your child reading Turquoise level books

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and showing you where the information is in the book.

How to support your child reading Purple level books

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and showing you where the information is in the book.

How to support your child reading Gold level books

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Asking them to read some pages of the book aloud to you so that you can enjoy hearing them reading with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates as to what is happening in the book, so that you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book. Encourage them to look for more books of the type they enjoy.

How to support your child reading White level books

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Asking them to read some pages of the book aloud to you so that you can enjoy hearing them reading with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates as to what is happening in the book, so that you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book. Encourage them to look for more books of the type they enjoy.

How to support your child reading Lime level books

Although your child is now taking off as a reader, it is still important that you read with them and talk to them about their reading. This reassures them that their reading is still important to you, as well as giving you an opportunity to share an enjoyment of books. You can still help them by:

- Asking them to read aloud some parts of the text which they particularly enjoy. This may include action or description. Talk about how the writer made those parts so enjoyable.
- Talking about how characters develop or how they react to different people, places or events.
- Reading the book yourself so that you can talk together about the smaller details of the book.

How to support your child reading Silver level books

Children reading at Silver should be able to:

- interpret more sophisticated word-play and puns
- distinguish the narrator's voice in a fiction story from the characters' voices through figurative, idiomatic and literary language
- understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot
- explain a character's motivations
- discuss the points of view of the character and the narrator
- better understand a range of narration styles

Your child may well not want to read aloud to you anymore because they probably enjoy silent reading more. This is fine as long as your child continues to read actively and not just pass their eyes over the words.

You can help them by:

- continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Establishing an expectation of a conversation at the end of each reading session: can they tell you what's happening in their book?
- Ask questions which make your child go back to the book to find answers.
- Support your child as they develop skills in skimming and scanning to find the information to answer your question.
- Continuing to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story.

How to support your child reading Dark blue level books

Children reading at Dark Blue should be able to:

Children reading at Dark Blue level will be able to gather information from more than one place in the text and use inference based on what is shown rather than being told. This allows for greater complexity in building character and setting. They will be able to synthesise information from different places in a text. They are beginning to recognise how layers of meaning allow for the build-up of humour or tension and are able to discuss how the author has achieved the effects.

The books at this level are written in a much subtler way than in previous levels which means that it is important that the reader is fully engaged with the process of reading and alert to the language and vocabulary the writer is using. This level is more advanced than many books that are sold to adults but these stories are not intended to be just 'leisure reads'. Although your child should enjoy them, the books need the reader to be fully alert and willing to learn.

You can help them by:

- continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Suggest that your child invites friends who are also reading the book to a 'Book Group'. If you skim-read the book first, you can prepare some questions for the book group to discuss.
- Before a reading session, ask your child to find and note down some particular information. It could relate to the plot or it could be something like: a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says; how one character's reaction to another shows their relationship ... There are lots of questions you can ask which don't mean you have to know the book yourself, but just serve to alert your child to its possibilities.

GUIDED READING

Each week, every child takes part in Guided Reading session in their class. For Reception and Year 1, only books that are matched to the appropriate phase of phonics are used. For Year 2 upwards, age-appropriate books are selected by our English coordinator. These are texts that children really enjoy and also provide challenge.

INDIVIDUAL READING

Each week, class teachers listen to all children read at least once per week. This also for personal discussion to take place. Teachers can assess many areas of reading during these sessions.